



**Subject: RE**

**Class: Jupiter Year: A Term: Autumn 1**

**Key Knowledge**

- Why is learning to do good deeds so important to Jewish people?
- Meaning of Mitzvah
- Recall the story of Ruth
- How Jewish babies are welcomed to the community
- Describe the purpose of a Tzedakah box
- Give examples of how a Jewish person might care for the world
- Story of Moses and 10 commandments
- Festival of Simchat Torah

**Vocabulary**

- Jewish
- Mitzvah, mitzvot
- Tzedakah box
- Synagogue
- Tikkun Olam
- Good deeds

**Help at home**

- Discuss which charities you support at home
- How does your family make the world a better place?

**Enrichment**

School sukkot. Building and making items for the Sukkah.

**Skills Development**

To begin to compare and contrast similarities and differences between different faiths

**Outcomes and assessment -**

To recognise Mitzvah as a good deed to welcome, help others, give money and care for the world. To give examples of Jewish mitzvot. To give reasons why Jewish people consider this important and as a way of being closer to God.

<b>SMSC</b>	<b>Spiritual</b> How the Torah provides spiritual guidance	<b>Moral</b> The duty to perform good deeds and actions	<b>Social</b> How the Jewish community welcomes new members	<b>Cultural</b> Exploring festivals from Jewish faith
<b>British Values</b>	<b>Democracy</b> Shared time in the Sukkah	<b>Rule of Law</b> School rules to care for our world	<b>Individual Liberty</b> Choosing our own good deeds	<b>Mutual Respect</b> How mitzvah shows respect to others and to God

**Links to our vision statement:**

**Challenge** - can the children set a class eco challenge?

**Creativity** - exploring cultural events in Jewish festivals

**Compassion** - how performing mitzvah is an act of compassion



**Subject: RE**

**Class: Jupiter Year: A Term: Autumn 2**

**Key Knowledge**

- Why is belonging to God and the church family important to Christians?
- Understand the term belonging
- Understand the term baptism
- Describe what happens at a baptism
- Christians believe the church is like God's family
- Jesus always welcomed people
- Baptism is a way of starting life as a Christian
- Baptism can happen at any age

**Vocabulary**

- belonging
- baptism
- Christening
- Christian
- God parent
- Candle, water
- repent, repentance

**Help at home**

- Discuss who is in your wider network of care and support
- Share any photos from special family events

**Enrichment**

Visit to church to see the font and meet priest.

**Skills Development**

To listen and ask questions at church font visit.

**Outcomes and assessment -**

To understand that Christians believe baptism welcomes a person into God's family. To describe some of the features of a baptism. To link baptism to the start of a life of faith.

<b>SMSC</b>	<b>Spiritual</b> Prayers which are shared at baptism	<b>Moral</b> That religious belief informs moral duties	<b>Social</b> Christians see the church as social support	<b>Cultural</b> What happens at different naming ceremonies
<b>British Values</b>	<b>Democracy</b> Ways in which church is inclusive	<b>Rule of Law</b> How do we behave together to show respect for worship	<b>Individual Liberty</b> Everyone has the right to choose own faith	<b>Mutual Respect</b> That different faiths have different naming ceremonies

**Links to our vision statement:**

**Challenge** - making and keeping promises to look after others

**Creativity** - designing a Christening card

**Compassion** - how did Jesus treat children?



**Subject: RE**

**Class: Jupiter Year: A Term: Spring 1**

**Key Knowledge**

- Why do Jewish families say so many prayers and blessings?
- Shabbat is a Jewish day of rest
- Describe what is special about Shabbat
- Prayers and blessings are a way of thanking God and recognizing his greatness
- Worship at home
- Worship at the synagogue
- Importance of rest linked to the creation story
- Festival of Sukkot

**Vocabulary**

- Jewish
- Shabbat
- Havdalah ceremony
- Synagogue
- Tallit, Kippah
- blessings

**Help at home**

- How do you make a family meal a special time?
- How does your family share its rest time together?

**Enrichment**

Exploring rituals and foods as part of Shabbat

**Skills Development**

To begin to compare and contrast similarities and differences between different faiths

**Outcomes and assessment -**

To describe events of Shabbat. To make links between Shabbat, the day of rest and the creation story. To examples of when Jewish people say prayers and blessings. To describe features of worship at home and at the synagogoue.

<b>SMSC</b>	<b>Spiritual</b> How the Torah provides spiritual guidance	<b>Moral</b> The duty to perform good deeds and actions	<b>Social</b> How Shabbat is a family time	<b>Cultural</b> Exploring festivals from Jewish faith
<b>British Values</b>	<b>Democracy</b> Shared time in the Synagogue	<b>Rule of Law</b> Following guidance at religious events and places	<b>Individual Liberty</b> Choosing our own prayers of thanks	<b>Mutual Respect</b> How blessings and prayers show respect to God

**Links to our vision statement:**

**Challenge** - what are the challenges in putting others before yourself?

**Creativity** - exploring cultural events in Jewish festivals

**Compassion** - the importance of rest as part of God's compassion



**Subject: RE**

**Class: Jupiter Year: A Term: Spring 2**

**Key Knowledge**

- Why do Christians pray to God and worship him?
- Understand the term prayer
- Christians pray in different ways
- That Jesus taught the disciples how to pray
- That the Lord's Prayer comes from the Bible
- The words of the Lord's Prayer
- Different prayers are for different times
- Christians believe God is listening when they talk to him.

**Vocabulary**

- Pray, prayer
- The Lord's Prayer
- worship
- church
- disciples
- grace
- spiritual

**Help at home**

- Read together the prayers in our newsletter each week
- Come and share our Easter Service with us.

**Enrichment**

Prayer workshop and Holy Week service.

**Skills Development**

To explore different types of prayer and decide which if any support own spiritual wellbeing

**Outcomes and assessment -**

To describe the purpose of Christian prayer. To learn and remember the Lord's Prayer. To explain how prayer forms part of worship and can have different purposes to praise, give thanks, ask for help or forgiveness.

<b>SMSC</b>	<b>Spiritual</b> How prayer can be a form of expression	<b>Moral</b> Christian believe they have a duty to forgive others	<b>Social</b> How Easter is celebrated socially.	<b>Cultural</b> What happens in different countries at Easter
<b>British Values</b>	<b>Democracy</b> Contributing to our whole school Holy Week Service	<b>Rule of Law</b> Easter as a national public holiday	<b>Individual Liberty</b> Writing our own prayers	<b>Mutual Respect</b> How the Lord's prayer supports mutual respect

**Links to our vision statement:**

**Challenge** - why do Christian believe prayer is helpful at times of challenge?

**Creativity** - drawing and creating our own prayers

**Compassion** - how does the Lord's Prayer teach about compassion?



**Subject: RE**

**Class: Jupiter    Year: A    Term: Summer 1**

**Key Knowledge**

- How does celebrating Pentecost remind Christians that God is always with them?
- Understand the term Pentecost
- Describe events of Pentecost
- Identify three parts of the Trinity
- The meaning of ascension
- Ways to describe the Holy Spirit
- How Christians believe the Holy Spirit works within them
- That Pentecost marks the birth of the Christian church

**Vocabulary**

- Pentecost
- Holy Spirit
- Trinity
- ascension
- church
- birthday of the church
- spirit, spiritual

**Help at home**

- Visit a church and look for signs and symbols of the Trinity
- Discuss who helps you to make the right decisions

**Enrichment**

Pentecost art activity.

**Skills Development**

To develop an understanding of abstract concepts such as the Trinity

**Outcomes and assessment -**

To describe events of ascension and Pentecost. To explain the concept of the Holy Spirit and links to the Trinity. To say how the Holy Spirit supports Christians.

<b>SMSC</b>	<b>Spiritual</b> How the Holy Spirit forms part of the Trinity	<b>Moral</b> Christian believe they have a duty to spread the word of God	<b>Social</b> How Pentecost is the start of the Christian church	<b>Cultural</b> What happens in different countries at Pentecost
<b>British Values</b>	<b>Democracy</b> Contributing to our school displays	<b>Rule of Law</b> Religious links to the May Bank Holidays	<b>Individual Liberty</b> Writing our own prayers	<b>Mutual Respect</b> How the Lord's prayer supports mutual respect

**Links to our vision statement:**

**Challenge** - what are the challenges of following a faith?

**Creativity** - visual representation at our Pentecost workshop

**Compassion** - how does the concept of the Holy Spirit link to our vision "create a pure heart in me"?



**Subject: RE**

**Class: Jupiter Year: A Term: Summer 2**

**Key Knowledge**

- What does Jesus teach about God in his parables?
- Understand the term Parable
- Recognise that parables have special meanings or messages
- That parables can be found in the Bible
- Describe how parables help listeners learn about God
- Retell a parable eg the lost sheep

**Vocabulary**

- Parable
- Message, meaning
- Bible
- Christian
- Jesus
- follower
- spirit, spiritual

**Help at home**

- Explore some parables together - many cartoon versions online
- Make up your own story with a message together

**Enrichment**

Making own parable mini-book.

**Skills Development**

To apply core writing skills in retelling a parable in mini book format.

**Outcomes and assessment -**

To describe what a parable is and where they are found. To give an example of a parable and explain how its message teaches Christians about God.

<b>SMSC</b>	<b>Spiritual</b> How the Bible provides spiritual guidance	<b>Moral</b> Christian believe God loves and forgives them	<b>Social</b> Why are stories a good way to learn	<b>Cultural</b> Exploring different parables through medias
<b>British Values</b>	<b>Democracy</b> Democratic message of the lost sheep	<b>Rule of Law</b> How do we include everyone in school?	<b>Individual Liberty</b> Writing our own parables	<b>Mutual Respect</b> Inclusivity in the Lost Sheep

**Links to our vision statement:**

**Challenge** - what are the challenges within the narrative of a parable?

**Creativity** - using, art, drama and creative writing to retell a parable

**Compassion** - how is God's love and compassion shown through parables?



**Subject: RE**

**Class: Jupiter Year: B Term: Autumn 1**

**Key Knowledge**

- Why is the Torah such a joy for the Jewish community?
- Reading of Torah is continuous
- The Torah was given to Jewish people by God
- How the Torah is stored in the Synagogue
- Key rules from the Torah
- What a Mezuzah is and how it is used.
- Story of Moses and 10 commandments
- Festival of Simchat Torah

**Vocabulary**

- Torah
- Simchat Torah
- Bimah
- Synagogue
- Mezuzah
- Holy Ark (Aron Kodesh)
- Hebrew

**Help at home**

- Look on discovery education for information about Judaism
- Where do the rules in your home come from?

**Enrichment**

Making a scroll

**Skills Development**

To begin to compare and contrast similarities and differences between different faiths

**Outcomes and assessment -**

To describe the festival of Simchat Torah. To recognise the Torah contains rules and guidance on how to live. To describe how the Torah is kept and used in the synagogue.

<b>SMSC</b>	<b>Spiritual</b> How the Torah provides spiritual guidance	<b>Moral</b> How following the commandments is a moral duty	<b>Social</b> How the Jewish community creates social times	<b>Cultural</b> Exploring festivals from Jewish faith
<b>British Values</b>	<b>Democracy</b> Shared worship in the synagogue	<b>Rule of Law</b> Which commandments are also British Law	<b>Individual Liberty</b> Choosing our own good deeds	<b>Mutual Respect</b> Showing respect to the Torah

**Links to our vision statement:**

**Challenge** - what are the challenges in following rules?

**Creativity** - exploring cultural events in Jewish festivals

**Compassion** - how does the Torah teach about compassion?



**Subject: RE**

**Class: Jupiter Year: B Term: Autumn 2**

**Key Knowledge**

- Why was Jesus given the name of saviour?
- Understand the term saviour
- The story of the annunciation
- The story of the Nativity
- Christians believe Jesus was a special gift.
- God came to earth as baby Jesus.
- Recognise advent is a special time
- Describe ways advent is marked

**Vocabulary**

- Jesus
- Save, saviour
- Advent
- Annunciation
- Advent calendar
- Christmas
- nativity

**Help at home**

- Look at online advent calendars
- Come to our Christmas service and Christingle service

**Enrichment**

Children perform a nativity story to school, friends and family.

**Skills Development**

To learn and sing carols retelling events of the annunciation and nativity

**Outcomes and assessment -**

To understand that Christians believe Jesus came to earth as a saviour. To sequence and retell key events of the annunciation and nativity, To explain what advent is, and give examples of the way it is marked. More secure children will be able to explain God came to Earth as Jesus.

<b>SMSC</b>	<b>Spiritual</b> Jesus and God are both parts of the Trinity	<b>Moral</b> Christian believe they have a duty to help others	<b>Social</b> How advent and Christmas are social times.	<b>Cultural</b> What happens in different countries at advent
<b>British Values</b>	<b>Democracy</b> Sharing with others - singing at Devonshire House	<b>Rule of Law</b> Christmas as a national public holiday	<b>Individual Liberty</b> Everyone has the right to choose own faith	<b>Mutual Respect</b> Listening to each others' Christmas and advent customs

**Links to our vision statement:**

**Challenge** - personal challenges through online religious advent calendars - daily reflection

**Creativity** - telling a Christian story through drama, song and dance

**Compassion** - how is seeing Jesus as a saviour and rescuer of the world an example of compassion for Christians?





**Subject: RE**

**Class: Jupiter Year: B Term: Spring 1**

**Key Knowledge**

- Why do Jewish families talk about repentance at New Year?
- Meaning of repentance
- Rosh Hashanah - Jewish New Year
- Yom Kippur - day of atonement
- God forgives those who repent
- Story of Jonah
- Importance of saying sorry and making changes

**Vocabulary**

- Jewish
- Repentance
- atonement
- Synagogue
- Yom Kippur
- Rosh Hashanah
- shofar

**Help at home**

- How do you make amends after family disagreements?
- What are they different ways you could say sorry?

**Enrichment**

Reviewing our behaviour reflection sheet - how does this support both apology and change?

**Skills Development**

To recognise the importance of saying sorry to others.

**Outcomes and assessment -**

To recognise Jewish New Year as a time to say sorry and make changes. To retell the story of Jonah and say how this shows God's forgiveness for those who repent. To describe some activities at Yom Kippur.

<b>SMSC</b>	<b>Spiritual</b> How the Torah provides spiritual guidance	<b>Moral</b> The duty to try and repair our mistakes	<b>Social</b> The solace found in reflecting with others	<b>Cultural</b> Exploring festivals from Jewish faith
<b>British Values</b>	<b>Democracy</b> Shared time at Yom Kippur	<b>Rule of Law</b> Following guidance at religious events and places	<b>Individual Liberty</b> Choosing our own prayers of forgiveness	<b>Mutual Respect</b> How God forgives those who repent

**Links to our vision statement:**

**Challenge** - the challenges of admitting our wrong actions

**Creativity** - different ways of showing we are sorry

**Compassion** - God accepts the forgiveness of those who are truly sorry



**Subject: RE**  
**Class: Jupiter Year: B Term: Spring 2**

**Key Knowledge**

- What are the best symbols of Jesus' death and resurrection at Easter?
- Understand the term resurrection
- The Easter story
- Easter is a time of celebration
- Describe ways in which Easter is celebrated
- Christians believe Jesus came back to life.
- Different Christian symbols used at Easter
- Christians believe Jesus is alive today.

**Vocabulary**

- resurrection
- Easter
- cross
- symbol
- heaven
- celebration
- crucifixion

**Help at home**

- Discuss different of foods eaten at Easter
- Come and share our Easter Service with us.

**Enrichment**

School Easter Egg hunt and Holy Week service.

**Skills Development**

To recognise that symbols have meanings and can be used to communicate without words

**Outcomes and assessment -**

To sequence and retell key events of the Easter story. To recognise some Christian symbols and explain their meaning. To know that for Christians Easter engages different emotional responses

<b>SMSC</b>	<b>Spiritual</b> How prayer can help when we are worried	<b>Moral</b> Christian believe they have a duty to help others	<b>Social</b> How Easter is celebrated socially.	<b>Cultural</b> What happens in different countries at Easter
<b>British Values</b>	<b>Democracy</b> Contributing to our whole school Holy Week Service	<b>Rule of Law</b> Easter as a national public holiday	<b>Individual Liberty</b> Everyone has the right to choose own faith	<b>Mutual Respect</b> Listening to the responses of others

**Links to our vision statement:**

**Challenge** - what challenges did Jesus face?

**Creativity** - drawing and exploring the meaning of Easter symbols

**Compassion** - who showed compassion towards Jesus?



**Subject: RE**

**Class: Jupiter    Year: B    Term: Summer 1**

**Key Knowledge**

- Why do Christians trust Jesus and follow him?
- Understand the term trust
- Describe some actions of Jesus
- Recall some stories of Jesus
- That Christian information comes from the Bible
- A creed explains what Christians believe
- That copying the examples of Jesus is a Christian way to live
- Consider an example of an influential Christian

**Vocabulary**

- Trust
- Bible
- disciple
- Christians
- creed
- belief

**Help at home**

- Research some people who were inspired by their faith
- Visit our church and look at some of the stained glass windows

**Enrichment**

Exploring influential Christian case studies.

**Skills Development**

To develop skills of supporting opinions with facts/ evidence.

**Outcomes and assessment -**

To explain that because Christians trust Jesus they can follow his example and teachings. To give examples of a story and action of Jesus, and explain their significance. To reference the work of an influential Christian and the impact this has had.

<b>SMSC</b>	<b>Spiritual</b> How the Bible provides spiritual guidance	<b>Moral</b> Christian believe they have a duty to help others	<b>Social</b> Which charities are inspired by Christianity	<b>Cultural</b> Examples of influential Christians from a range of countries and time periods
<b>British Values</b>	<b>Democracy</b> Key figures influenced by faith	<b>Rule of Law</b> Laws which guard against faith based prejudice	<b>Individual Liberty</b> Choosing our own positive actions	<b>Mutual Respect</b> Christianity as a global religion

**Links to our vision statement:**

**Challenge** - those who have been tested for their faith.

**Creativity** - retelling one of Jesus' stories as creative writing

**Compassion** - how does the concept of Christian trust link to our vision "create a pure heart in me"?



**Subject: RE**

**Class: Jupiter Year: B Term: Summer 2**

**Key Knowledge**

- How do some Muslims show Allah is compassionate and merciful?
- Learn and recall important words for Muslims: Allah and Muhammad (pbuh)
- Retell a story about Muhammad (pbuh) eg the crying camel
- Describe how stories help listeners learn about Allah
- Describe name and events of key festivals such as Ramadan and Eid
- Understand that fasting is important

**Vocabulary**

- Muslim, Islam, Qur'an
- Allah
- Muhammad (pbuh)
- Compassionate
- merciful
- fasting
- Ramadan, Eid

**Help at home**

- Look on discovery education for information about Islam
- Research some charities which aim to reduce hunger

**Enrichment**

Exploring activities and actions performed at Ramadan and Eid.

**Skills Development**

To begin to compare and contrast similarities and differences between different faiths

**Outcomes and assessment -**

To describe how Muslims see Allah as a God of compassion. To retell a key story and explain its message. To recall the name of key Islamic periods and describe events which might take place.

<b>SMSC</b>	<b>Spiritual</b> How the Qur'an provides spiritual guidance	<b>Moral</b> Muslims are influenced by teaching in the Qur'an	<b>Social</b> How Eid is celebrated	<b>Cultural</b> Exploring festivals from Islamic faith
<b>British Values</b>	<b>Democracy</b> Why charities help to reduce hunger	<b>Rule of Law</b> How Muslims follow rules as part of spiritual belief	<b>Individual Liberty</b> Writing our own stories with a compassionate message	<b>Mutual Respect</b> Learning ways to talk about different faiths

**Links to our vision statement:**

**Challenge** - what are the challenges Muslims face at Ramadan?

**Creativity** - exploring cultural events in Islamic festivals

**Compassion** - how does fasting teach people to feel compassion for those in need?